



Research on the Reform and Development of Chinese Art Education Talent Training System

Jiayi Ren

College of Fine Arts, Guangxi Normal University, Guilin, Guangxi, China

renjiayi@stu.gxnu.edu.cn

Abstract. In recent years, although Chinese art education courses are generally ignored, the problem of art courses being less or even occupying the teaching time of art courses has been a concern. However, there are still deficiencies in the training objectives of art education courses and the construction of teaching staff. This paper analyzes the problems of talent training in Chinese art education courses and analyzes the problems of vague talent training objectives, weak teachers, and the imbalance of different subjects. Universities and related departments need to optimize and improve the training of art education talents. There are mainly three aspects. First, it is necessary to have clear talent training goals to solve the problem of one-sided development of art courses. Secondly, strengthen the teaching level of university teachers and improve the professional ability of teachers. Finally, colleges and universities need to strengthen the scientific nature of art education and timely adjust to the shortcomings of the current stage.

Keywords: Art Education, Talent Training, Art Teacher.

1 Introduction

Since the 21st century, art has gradually become one of the ways for human beings to express their emotional value. Therefore, art courses in colleges and universities have also become one of the main ways for humans to learn how to express ideology through the form of art. At present, art education courses in China are mainly divided into two stages. The first stage is art education in primary and secondary schools, and the second stage is University art education. The two stages of talent training goals are different. In the primary and secondary school stage, more emphasis is placed on teaching basic knowledge, with the main purpose of cultivating students' interest and improving aesthetic taste. In the university stage, the goal is to train professional and technical personnel, focusing on improving students' professional skills to meet the market demand. At the beginning of the 21st century, art education in colleges and universities has not paid enough attention to or even ignored art courses. For example, many primary and secondary schools, especially some key schools, will take measures to reduce the teaching of art education or oriented art courses. Therefore, this behavior makes it difficult to carry out art education and the teaching quality of

© The Author(s) 2024

Y. Li et al. (eds.), *Proceedings of the 2024 3rd International Conference on Science Education and Art Appreciation (SEAA 2024)*, Advances in Social Science, Education and Humanities Research 866,

https://doi.org/10.2991/978-2-38476-291-0_52

the curriculum is low. Some colleges and universities believe that art courses occupy the time of other core courses and that offering art courses is a waste of time in a practical sense. The common existence of art courses in the public is the need to cultivate professional skills rather than cultivate interests, and art courses are to improve professional skills. As a result, many primary and secondary school students have a poor perception of art and do not achieve the teaching goal of the art curriculum in primary and secondary schools. Based on this, this paper studies the current situation of university art education courses and the problem of talent training. And put forward some suggestions for this.

2 Problems in Art Education and Teaching

2.1 Unclear Goal of Cultivating Talents in Art Education

The necessary professional skills for art students are the theoretical knowledge related to their major, as well as the professional skills and practical ability in the relevant work in the future. In the process of learning art courses, students not only need to learn and practice related art skills but also should cultivate their aesthetic taste and improve students' cognition of beauty through the study of the courses. In recent years, the market demand for art students has not been clear enough, so the employment-oriented talent training system of colleges and universities is not perfect. Teachers lack their teaching characteristics in classroom teaching but only change and copy according to the content of the teaching material and some teaching cases and templates, which to a certain extent reflects the existence of rigid teaching of art courses, and lack of innovation. This situation has seriously hindered the development of Chinese art education and hurt the cultivation of art talents ^[1]. At present, although most teachers in colleges and universities mention some innovative content in the courses, teachers still take the fields they are good at and interested in as the main expansion content of art courses. There is still a mismatch in the curriculum standards of art education in primary and secondary schools, which makes the talent training system of colleges and universities imperfect ^[2]. For example, the traditional private colleges and universities that take practicality as the goal of talent training have a more obvious tendency to meet the recruitment requirements. In the process of talent training in private colleges and universities, the lack of recognition of the value of art education affects the development of school art education courses to some extent ^[3].

2.2 Insufficient Professional Competence of Art Teachers

Due to the low recruitment threshold for art teachers in colleges and universities, some teachers are lack of professional skills. Whether the professional skills of art teachers can be competent for the teaching work of art education partly depends on the teaching quality and effect of art teaching ^[1]. One of the conditions for the university art education courses to proceed smoothly is the teachers with strong professional ability. In the early days, Chinese art education caused obvious shortcomings, and a lot of energy was right. For example, the universities have not produced enough ex-

cellent and experienced teachers to obtain art education and teaching certificates to teach painting, singing, sculpture, etc. The relevant education departments across the country do not allocate enough funds to study art education, which also means that some people who love art do not have much opportunity to conduct in-depth research on specific knowledge. In the early stage of China's education development, the active implementation of examination-oriented education led to the trend that art only low-score students can learn [4]. Therefore, the professional skills of art teachers in these schools are weak, lack professional theoretical knowledge and perfect teaching skills training for teachers, and the cognition of the teaching objectives of primary and secondary schools is not clear enough. It seriously affects the teaching progress of art subjects in primary and secondary schools, and makes the students lack the cognition of beauty, and the teaching effect is not ideal. All these years, although the National Ministry of Education attaches great importance to the student's various comprehensive abilities, the cultivation of school education is also advancing, but some teachers still use the traditional mode, in course teaching, excessive reliance on textbooks present theoretical knowledge, not according to the new curriculum standards for reasonable teaching arrangement, the traditional teaching method has been unable to adapt to the needs of modern society, is not conducive to the school art education curriculum.

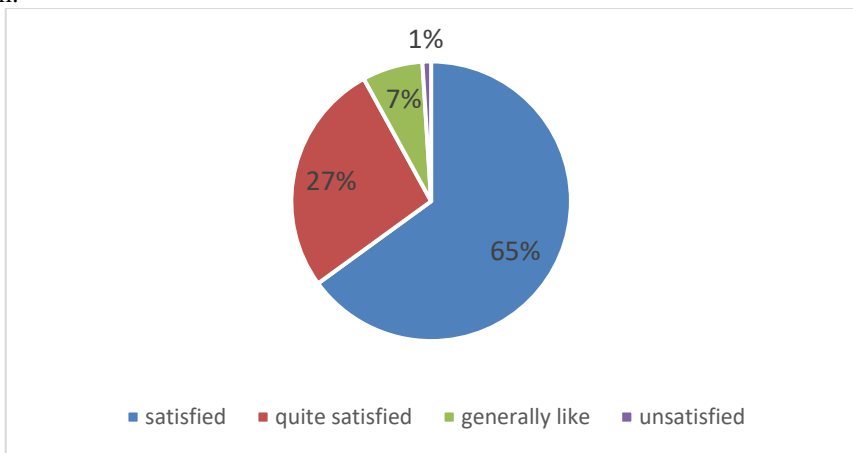


Fig. 1. Satisfaction with teacher's art class (original).

As can be seen from Figure 1, although 65% of the students were satisfied with the art course, there were still 7% of the students with low satisfaction and 1% of the students were not satisfied. In the process of teaching, if there is a lack of relevant practical activities, students to understand the teaching materials, and the theoretical knowledge will be relatively difficult. For a long time, students will reduce their enthusiasm and initiative for learning art courses. This is not conducive to improving the students' ability in art, and at the same time, students will not coincide with the direction and standards of talent training in the 21st century [1].

2.3 Lack of Systematic Arrangement of Art Teaching

As a teacher, they must make a relatively reasonable and complete teaching objectives in the teaching process ^[1]. The curriculum framework of art education also needs to be integrated into the teaching according to the teaching content and the teaching object. Focus on cultivating students' practical ability in the field of art, combined with the relevant theoretical knowledge so that the theory and practice achieve an organic unity. However in the current offers of art courses, art teachers generally lack a systematic teaching mode applicable to students. This makes teachers not clear enough about the teaching objectives in the teaching process, which affects the teaching effect of art teaching to some extent, and students fail to learn the course content efficiently, which leads to the low teaching quality of art teaching in colleges and universities. At the present stage, there is no clear curriculum goal in the university art course design process, the curriculum setting is not rigorous enough, and the a lack of systematic and reasonable curriculum arrangement. The selection of teaching materials in some college art teaching does not meet the curriculum needs, which seriously affects the teaching quality of art courses in universities ^[5].

3 Specific Practices of Art Education in the Talent Training System

3.1 Specific Talent Training Goals and Attach Importance to Art Teaching

Art education in colleges and universities should take the cultivation of high-quality talents as the main goal, clarify the development goal of talent training, and focus on implementing the measures of organizing teacher training. First of all, colleges and universities should not only focus on the training of imparting theoretical knowledge and professional skills but also improve the comprehensive quality of students in an all-round way, so that the various measures of talent training can be closely linked. Secondly, under the guidance of clear talent training goals, art education in colleges and universities should solve the problems of the extreme lack of innovative talents, the disconnection between the theoretical knowledge of art courses and social practice, and eliminate the adverse effects of the one-sided development of innovative talents on the art education in universities ^[6]. In the face of this one-sided implementation of the talent training plan, schools must increase the planning and guidance of art teaching, and strengthen the importance of the field of art teaching. To provide a good teaching environment for college art education courses, it is essential to establish a standard and complete management organization. Only under the leadership of standard and healthy management organizations, can people truly implement the goal of cultivating art education talents and improving the quality of university art education courses. Under the premise of educating the goal of orientation, colleges, and universities shall develop and have the feasibility of a public art course teaching plan, led by field leadership, and various departments to coordinate work, according to the relevant policy focus on cultivating high-quality talents, strengthen the management of art education ^[7].

3.2 Strengthen the Training of Art Teachers

To improve the teaching effect of art courses and improve the lack of professional knowledge of art teachers, the talent training plan of colleges and universities needs to be adjusted according to the market changes. For example, various universities and relevant departments should strengthen the construction of the teacher team. First of all, the written test for teacher recruitment is conducted in the school. During the interview process, the relevant departments of various universities are required to improve the recruitment standards for art teachers. Focus on the theoretical knowledge and professional skills of art teachers. Schools should not admit some art teachers with weak professional ability. Followed by the school can implement a talent introduction plan, recruiting a batch of rich teaching experience, professional ability teachers, through excellent teacher lead and guidance, for young, inexperienced teachers teaching methods, to cultivate professional, excellent teachers, to further enhance the overall education teaching level, improve the teaching effect of art courses. The key to improving the teaching quality of local schools lies in having high-quality and professional teachers. Schools should not only have excellent art teachers but also invite some corporate employees to adjust their teaching models to meet the market demand. On the one hand, it is necessary to invite exquisite technical and management talents to give teaching guidance. On the other hand, it can regularly carry out teaching courses of professional knowledge training and working ability, to continuously improve the strength of teachers [8]. For example, in the training courses of art teachers, schools can make full use of modern teaching equipment, through the communication between enterprise employees and teachers, to have a deeper understanding of the talent recruitment standards in the market, so that students can have the working ability in line with the market. On the other hand, schools can also take the form of online communication between Chinese and foreign art teachers to realize cross-regional communication of teachers from different countries, share and listen to the teaching ideas of different regions, expand the vision of art teaching, improve the art teaching ideas, teaching content is more in line with the goal of talent training, and realize the rapid development of school art education.

3.3 Establish a Scientific and Scientific Art Teaching System

The establishment of a scientific art teaching system and management mechanism is the key to promoting the development of school art education. In the process of art teaching, the relevant departments improve the quality of university art teaching as the goal, attach great importance to the school art teaching work, through the school art teaching work irregular appraisal, a timely adjustment in the actual work, to ensure that art discipline can carry out smoothly. Due to the large theoretical knowledge of art subjects, the teaching content is not easy to understand, and teachers cannot guarantee the learning effect of students due to the relatively few class hours. Most of the teaching content of the art discipline has a one-sided understanding of some art knowledge according to the content of the teaching material, and to some extent, it ignores the cultivation of students' feelings of beauty and improves their aesthetic

taste. As one of the key points of comprehensively improving students' aesthetic education in colleges and universities, the teaching system of public art courses should be reasonably planned and refined into the teaching plans of students of all grades. By subdividing the art categories into music, art, dance, film television, and other disciplines, the teaching is carried out one by one. According to the characteristics of various disciplines and the requirements of national talent training, the school can offer different kinds of art courses, and carry out teaching according to the characteristics of the disciplines, to improve the practicability of public art courses^[9]. Art curriculum system in the process of adjustment and improvement, art teachers should take students as the student as the center, break the traditional to the teacher as the main body of teaching mode, according to the students 'own different subjects of interest and professional skills, according to their aptitude, thus makes the teaching content can achieve the desired effect, makes the students' interest in learning in the process of art teaching. By adjusting and improving the teaching mode and educational concept of art courses in colleges and universities, a scientific and reasonable art teaching system is formed, which lays a foundation for the cultivation of students' comprehensive quality and comprehensive ability^[10].

4 Conclusion

To sum up, in the case of continuous social development and change, to solve the problem that college graduates cannot match the market demand in recent years. Colleges should specify the goal of talent training and strengthen the importance of art courses. Improve the recruitment standards of art teachers, timely adjust, and improve the art teaching system. Schools and relevant departments should further refine the talent training objectives of art education. Art teachers should improve the teaching mode according to the curriculum standards in time to reduce the mismatch between talent output and market demand. In the teaching process, teach students by their aptitude, and increase the communication and exchange in various colleges and universities. Through continuous learning and the sharing of teaching experience, to make up for the shortcomings in time. Through the cooperation of schools, teachers, and relevant departments, art education can be effectively developed.

References

1. Li, Y.: Teaching status and implementation strategy of art Education. *Journal of Lvliang Education Institute* 38, 130-132 (2021).
2. Wang, X. P.: Public art education in colleges and universities: Teaching reform and strategy selection. *Journal of Zhoukou Normal University* 37, 134-137 (2020).
3. Wei, Z. Q., Wang, S. G.: The connotation characteristics and promotion path of public art education in private colleges and universities under the background of the new era. *Henannongye* 21, 18-22 (2023).
4. Liu, K. X., Tang, H. Q., Yang, Y. T.: The art education in China under the doubler education policy. *SEAA 2022, ASSEHR* 675, 1305-1312 (2023).

5. Chen, Y., Sun, N. H.: Problems and countermeasures of public art education. *Shanxi Youth* 4, 5 (2020).
6. Chang, H. W.: Research on public art Education in universities under the goal of Innovative talent Training. *Art Science and Technology* 36, 247-249 (2023).
7. Liang, C.: Research on the influence of public art education on college students in China and the optimization of implementation path. *The Educational Review* 7, 116-120 (2023).
8. Li, W. W., Li, J., Li, Q.: Research on the development of talent training mode in undergraduate colleges under the integration of industry and education. *Contemporary Education and Teaching Research* 3, 49-51 (2022).
9. Wang, Y. Y.: Exploring the construction of art courses and art troupes in ordinary universities from the perspective of "Aesthetic education". *China National Expo* 87-89 (2022).
10. He, J. S.: Curriculum system reconstruction, internal and extracurricular integration. *Teacher Communication* 20 (2019).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

